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ABSTRACT

Instructional materials are provided for a workshop to enable participants to explain how productivity can be achieved through the practical use of performance standards and behavior changes. Another purpose is to enable participants to make changes by using methods that involve employees and thereby minimize employee resistance to change. Representative topics are productivity, productivity improvement, the change process, changing employee behavior, and recognizing employee achievement. Contents include information sheets with quick checks to test understanding, workshop assignments, answers to workshop assignments, and a list of workshop references. (YLB)

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Improving Productivity in Dietary Departments Workshop

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Improving Productivity in Dietary Departments Workshop

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Participant's name:

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SUGGESTIONS FOR EFFECTIVE WORKSHOP PARTICIPATION

Ask a question when you have one

Feel free to share an illustration

Request an example if a point is not clear

Search for ways in which you can apply a general principle or idea to your work

Think of ways that you can pass on ideas to your subordinates

Be skeptical—don't buy *everything* that you hear

WORKSHOP OBJECTIVE

After completing this workshop, the participant should be able to explain how productivity can be achieved through the practical use of performance standards and behavior changes. The participant should also be able to make changes by using methods that involve employees and thereby minimize employee resistance to change.

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KEY TERMS

Productivity — The process of obtaining effective results, of getting more out of what you put in

Motivator — An incentive or stimulus that causes people to act

PROMOTIONS
Interesting Job
Child Care
Job Security
RECOGNITION
good management
TRAINING
Fair Pay
Pleasant Working Conditions
fringe benefits
Competition
appreciation
Supportive Co-Workers
Wage Incentives
Effective Supervision

QUICK CHECK

How well do you understand the terms *productivity* and *motivator*? Test yourself by completing the exercises below.

Exercise #1

List ways in which you, as an employee, positively affect the productivity of the facility or institution for which you work.

1. _____
2. _____
3. _____
4. _____

List ways in which the facility or institution for which you work promotes productivity.

1. _____
2. _____
3. _____
4. _____

Exercise #2

What motivates you to be productive? List below your personal motivators in order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____

CHARACTERISTICS OF RETROSPECTIVE COST-BASED PAYMENT AND PROSPECTIVE PAYMENT SYSTEMS FOR HEALTH CARE FACILITIES

Retrospective cost-based payment

- Was in use until October, 1983
- Pays hospitals for each unit of service delivered during a Medicare patient's stay
- Focuses on quality and readily available care
- Encourages the development of excessive services
- Allows costs to run out of control

Prospective payment

- Put into effect October, 1983
- Pays hospitals a fixed rate according to the Diagnosis Related Group (DRG) into which the discharged Medicare patient is placed

  (NOTE: Presently payments are based on a hospital-specific rate blended with a federal rate. On 1 October 1986, the hospital's payment will be based on the federal rate, which will be adjusted each October. Eventually all hospitals will be receiving the same basic payment.)

- Encourages increased productivity
- Focuses on products

  (NOTE: Hospitals attract customers by developing products such as catering services, wellness programs, birthing centers, and cardiovascular institutes that can be delivered cost effectively to specific consumers.)

- Establishes the incentive of profit for cost containment
- Increases the number of patients requiring skilled nursing in long-term health-care facilities

  (NOTE: Prospective payment has caused hospitals to reevaluate the custodial care of patients with serious chronic conditions.)

QUICK CHECK

How do retrospective cost-based payment and prospective payment systems differ? Check your understanding of the two systems by completing the exercise below. Answers are at the bottom of the page, but don't peek until you have completed the exercise.

Distinguish between the characteristics of retrospective cost-based payment and prospective payment systems for health-care facilities. Write "RCB" in the blanks before characteristics of retrospective cost-based payment, and "P" in the blanks before prospective payment.

_____1. Pays hospitals for each unit of service delivered during a Medicare patient's stay

_____2. Allows costs to run out of control

_____3. Encourages increased productivity

_____4. Put in effect October, 1983

_____5. Focuses on products

_____6. Pays hospitals a fixed rate according to the Diagnosis Related Group (DRG) into which the discharged Medicare patient is placed

_____7. Focuses on quality and readily available care

_____8. Establishes profit as the incentive for cost containment

_____9. Was in use until October, 1983

_____10. Encourages the development of excessive services

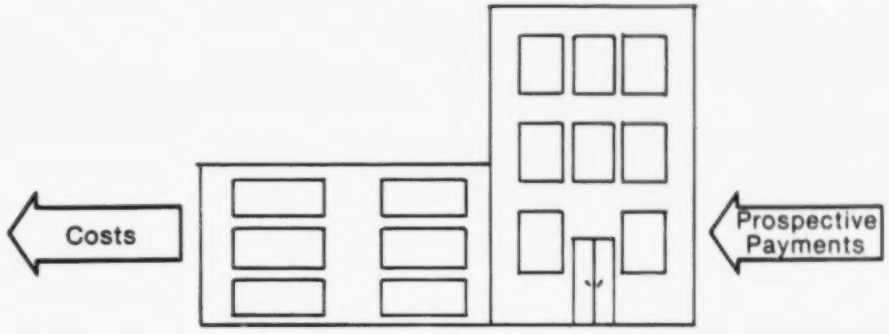
_____11. Increases the number of patients requiring skilled nursing in long-term health-care facilities

1. RCB, 2. RCB, 3. P, 4. P, 5. P, 6. P, 7. RCB, 8. P, 9. RCB, 10. RCB, 11. P

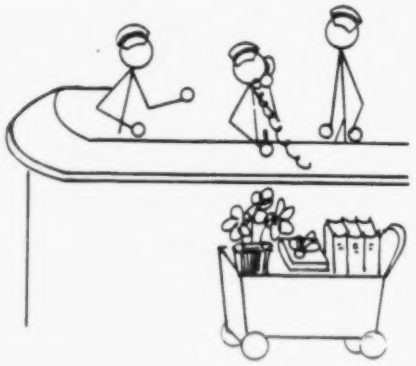
REASONS FOR CHANGES AND RENEWED INTEREST IN PRODUCTIVITY IN HEALTH-CARE FACILITIES

Maintaining costs below prospective payment rates

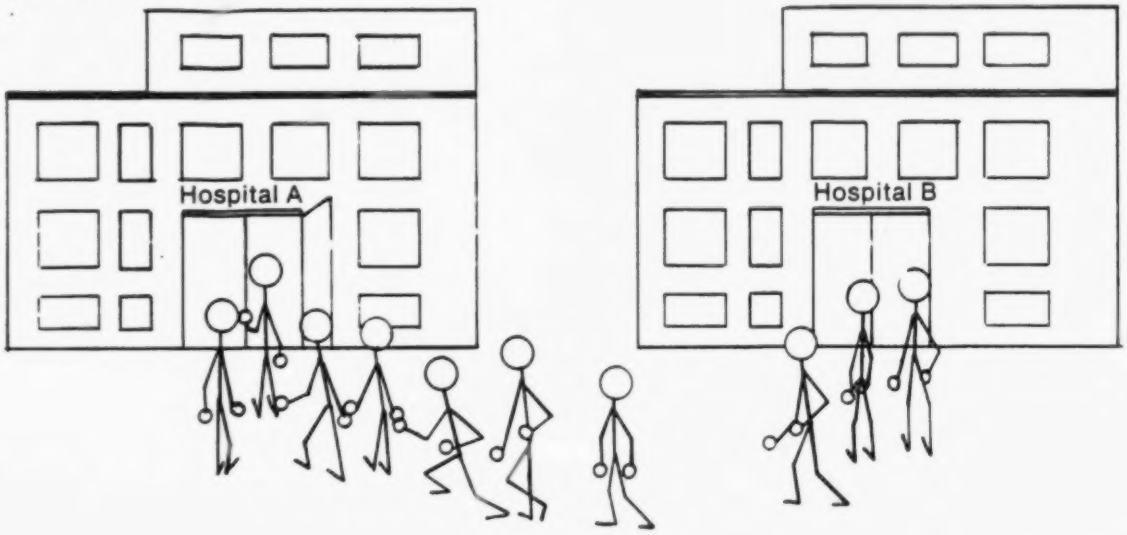
(NOTE: Medicare provides an estimated 36 percent of hospital operating revenues. Insurance companies may convert to prospective payment.)



Providing high-quality patient care



Competing for patients' business



QUICK CHECK

Why have there been changes and renewed interest in productivity in today's health-care facilities? List the three major reasons below.

1. _____

_____

2. _____

_____

3. _____

_____

PRIMARY INGREDIENTS NECESSARY TO IMPROVE PRODUCTIVITY

- Manager commitment
- Employee participation
- Job satisfaction
- Behavior guidance
- Quality control
- Methods improvement
- Technological innovations

QUICK CHECK

How productive are you and your facility or institution? List below the primary ingredients necessary to improve productivity, and then evaluate your own and your facility's "mix" of these ingredients.

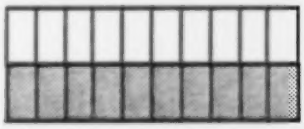
	Excellent	Good	Poor
1. _____	☐	☐	☐
2. _____	☐	☐	☐
3. _____	☐	☐	☐
4. _____	☐	☐	☐
5. _____	☐	☐	☐
6. _____	☐	☐	☐
7. _____	☐	☐	☐

RATIOS FOR INCREASING PRODUCTIVITY

- **Static productivity**

Resources

Output



Example Ratio 1:1

- **Resources used decrease while output stays the same**

Resources

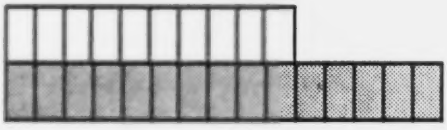
Output

Example Ratio .5:1

- **Output increases while resources used stay the same**

Resources

Output



Example Ratio 1:1.5

- **Resources used decrease faster than output decreases**

Resources

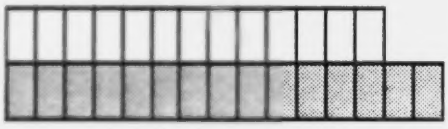
Output

Example Ratio .5:.8

- **Output increases faster than resources used increase**

Resources

Output



Example Ratio 1.3:1.5

QUICK CHECK

Test your understanding of productivity ratios by completing the following ratio statements. Write the correct word or words in the blanks.

1. Resources used decrease while _____ stays the same

2. Output _____ while resources used stay the same

3. Resources used _____ faster than output decreases

4. Output _____ faster than resources used increase

1. output, 2. increases, 3. decrease, 4. increases

ACTUAL AND BUDGETED PRODUCTIVITY INDICATORS

ACTUAL

- **Labor minutes worked per patient day =**

Manhours Paid	–	Manhours Paid but Not Worked	=	Manhours Worked	×	60 Minutes	=	Labor Minutes Worked	÷	Midnight Census (56)

EXAMPLE: 162 – 24 = 138 × 60 = 8280 ÷ 56 = 148 Labor Minutes Worked per Patient Day

(NOTE: The midnight census is 56. Answer is rounded to the nearest whole minute. Check with the institution's accounting department to determine what the standard will be based on. Productivity standards based on "patient meal" are not recommended because of the many interpretations that may be used. For example, are late trays included? Are between-meal nourishments and tube feedings included? Does the institution serve three, four, five, or six meals per day?)

- **Manhours worked per patient day =**

Manhours Paid	–	Manhours Paid but Not Worked	=	Manhours Worked	÷	Midnight Census (56)

EXAMPLE: 162 – 24 = 138 ÷ 56 = 2.46 Manhours Worked per Patient Day

- **Trays per minute =**

Number of Trays Assembled ÷ Total Minutes from Start to Finish of Assembly

EXAMPLE: 450 ÷ 83 = 5.42 Trays per Minute

BUDGETED

- **Labor minutes paid per patient day =**

Manhours Paid	×	60 Minutes	=	Labor Minutes Paid	÷	Midnight Census (56)

EXAMPLE: 162 × 60 = 9720 ÷ 56 = 174 Labor Minutes Paid per Patient Day

- **Manhours paid per patient day =**

Manhours Paid	÷	Midnight Census (56)

EXAMPLE: 162 ÷ 56 = 2.9 Manhours Paid per Patient Day

WORKSHOP ASSIGNMENT #1 — FIGURE PRODUCTIVITY INDICATORS

NAME _____ DATE _____

Actual and budgeted productivity indicators can aid you in tracking your department's productivity and in planning for future changes. You can use your normal timekeeping records by simply converting to the format shown below.

Read the following case studies to complete the Weekly Work Sheets for Figuring Manhours on the following pages; and to then figure actual and budgeted productivity indicators.

Case Study #1

Last week Mary was paid for 40 hours of work. You worked 42 hours, because you had to stay over when the oven broke down. Charles worked 8 hours Monday and 8 hours Tuesday, but then took one holiday and two vacation days off. Carol worked 8 hours each day, except for her two days off. Fran left 2 hours early when she got sick on Monday. Lisa asked for 3 hours off without pay for a parent/teacher conference; however, she did work 8 hours on each of her other work days.

During the summer months, this small rural hospital's patient load has averaged thirty patients; however, the latest census indicates only twenty-four patients were in the facility at midnight.

Part I — Case Study #1

Employees	Manhours Paid	Manhours Paid/ Not Worked (vac., hol., sick leave, etc.)	Manhours Worked (Subtract column #2 from column #1)
TOTALS			

WORKSHOP ASSIGNMENT #1

Part II — Case Study #1

1. Figure the actual labor minutes worked per patient day.

   (NOTE: Refer to "Actual and Budgeted Productivity Indicators," workshop page 13, for the equations.)

   Actual labor minutes worked per patient day = _____

2. Figure the actual manhours worked per patient day.

   Actual manhours worked per patient day = _____

3. Figure the trays per minute, using the following information: 153 trays were served between 11:15 A.M. and 11:46 A.M.

   Trays per minute = _____

WORKSHOP ASSIGNMENT #1

Part III — Case Study #1

1. Figure the budgeted labor minutes paid per patient day.

   Budgeted labor minutes paid per patient day = _____

2. Figure the budgeted manhours paid per patient day.

   Budgeted manhours paid per patient day = _____

WORKSHOP ASSIGNMENT #1

Case Study #2

The Meadows Retirement Center offers tray service delivered to the retirees' apartments. Mrs. Callahan, the food service supervisor, stated that seven employees could usually prepare the eighty-four trays requested for each evening meal between 4:30 P.M. and 5:25 P.M. Mrs. Callahan pointed out the following employee schedule from last week. She also mentioned that the census is usually about 90.

Employees	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
S. Larson	off	off	5-1	5-1	5-1	5-1	5-1
B. Fain	5-1	5-1	SICK ~~5-1~~	off	off	5-1	5-1
D. Abbot	6-2	6-2	6-2	6-2	6-2	off	off
R. Sanders	off	off	HOL	11-7	11-7	11-7	11-7
N. Mason	11-7	11-7	off	off	11-7	11-7	11-7
S. Corkell	HOL	VAC	VAC	VAC	off	off	VAC
K. Norton	1 hour late ~~11-7~~	11-7	SICK ~~11-7~~	NO SHOW ~~11-7~~	11-7	off	off
P. Callahan	6-2	11-7	11-7	11-7	off	off	6-2

WORKSHOP ASSIGNMENT #1

Part I — Case Study #2

Employees	Manhours Paid	Manhours Paid/ Not Worked (vac., hol., sick leave, etc.)	Manhours Worked (Subtract column #2 from column #1)
TOTALS			

Part II — Case Study #2

1. Figure the actual labor minutes worked per patient day.

   (NOTE: Refer to "Actual and Budgeted Productivity Indicators," workshop page 13, for the equations.)

   Actual labor minutes worked per patient day = _____

WORKSHOP ASSIGNMENT #1

2. Figure the actual manhours worked per patient day.

   Actual manhours worked per patient day = _____

3. Figure the trays per minute.

   Trays per minute = _____

Part III — Case Study #2

1. Figure the budgeted labor minutes paid per patient day.

   Budgeted labor minutes paid per patient day = _____

2. Figure the budgeted manhours paid per patient day.

   Budgeted manhours paid per patient day = _____

METHODS OF ESTABLISHING PRODUCTIVITY STANDARDS

- **Divide department into functional areas** to help identify inefficiencies in individual work units that may be hidden when considering only total department productivity
- **Collect data** for a random period of time that does not include a holiday, which might affect census or actual and budgeted productivity indicators
- **Establish a baseline of intradepartment productivity** to use as a historical average for future comparisons of productivity ratios
- **Compare productivity of other institutions and establish a standard** based on your findings
- **Formulate a standard that can be achieved**
- **Refrain from constantly changing the standard**
- **Keep the reporting process simple**

USES OF PRODUCTIVITY RECORDS

Indicating manager's effectiveness

Deferring employee reductions

Justifying requests for new positions

Comparing levels of productivity with productivity levels in similar institutions

(NOTE: Comparisons of productivity levels between dissimilar institutions can also be helpful. If that institution's productivity is much better than your institution's, observe their methods and determine if these methods could be used in your own institution.)

QUICK CHECK

Complete the exercises below to see how well you remember methods of establishing productivity standards. When you have completed the exercise, check your answers with those at the bottom of the page.

Exercise #1

Select from the following list methods of establishing productivity standards. Write an "X" in the blank before each correct method.

_____1. Formulate a standard that can be achieved

_____2. Collect key indicators from other departments

_____3. Establish a baseline of intradepartment productivity

_____4. Compare productivity of other institutions and establish a standard

_____5. Rely on the judgment of consultants in the manufacturing field

_____6. Change the standards as similar institutions revise the norms

_____7. Collect data

_____8. Divide the department into functional areas

_____9. Refrain from constantly changing the standard

_____10. Establish an elaborate reporting process

Exercise #2

Are productivity records kept in your facility or institution? If not, they should be because they are useful for decision making on a number of levels.

List below the four basic uses of productivity records.

1. _____

2. _____

3. _____

4. _____

Exercise #1 — 1, 3, 4, 7, 8, 9

Exercise #2 — 1. Indicating manager's effectiveness, 2. Deferring employee reductions, 3. Justifying requests for new positions, 4. Comparing levels of productivity with productivity levels in similar institutions

POLICIES AND PROCEDURES TO CONSIDER WHEN COMPARING THE PRODUCTIVITY OF DIFFERENT FACILITIES

Hours of operation

Work schecule of employees

- Number of days worked before days off
- Hours worked

Patient food preparation

- Selective or nonselective menus
- Percentage of patients on modified diets
- Patients assisted with menu by dietary department
- Meal pattern

  EXAMPLES: Three meals per day; four meals per day; six meals per day

- Cook-chill
- Conventional
- Convenience

Patient food service

- Centralized
- Decentralized

Meal transportation

- Automated
- Manual

Warewashing

Cafeteria meals

Other meals

INEFFECTIVE AND EFFECTIVE TECHNIQUES OF INCREASING PRODUCTIVITY

Ineffective techniques

(NOTE: Ineffective techniques are commonly used by the manager who truly does not understand that people are the key to increased productivity.)

- Reducing number of employees
- Working faster
- Increasing workload for each employee
- Taking shortcuts
- Reducing quality
- "Riding" employees
- Making abrupt changes

Effective techniques

- Involving employees

  (NOTE: Change affects everyone, even those not directly involved.)
- Working smarter
- Redistributing workload evenly
- Maintaining quality
- Planning for changes

QUICK CHECK

Complete the exercise below to check your understanding of effective and ineffective techniques used to increase productivity. After completing the exercise, check your answers with those at the bottom of the page.

Distinguish between ineffective and effective techniques of increasing productivity. Write an "I" in the blanks before ineffective techniques, and an "E" in the blanks before effective techniques.

_____1. Involving employees

_____2. Planning for changes

_____3. Working smarter

_____4. Reducing number of employees

_____5. Taking shortcuts

_____6. Redistributing workload evenly

_____7. Reducing quality

_____8. "Riding" employees

_____9. Working faster

_____10. Maintaining quality

_____11. Making abrupt changes

_____12. Increasing workload for each employee

1. E, 2. E, 3. E, 4. I, 5. I, 6. E, 7. I, 8. I, 9. I, 10. E, 11. I, 12. I

GUIDELINES FOR IMPROVING QUALITY

- Do not accept the average
- Emphasize details
- Focus on employees as the key

  (NOTE: Because products do not differ significantly, perfection through competition is not possible without employee participation.)

- Initiate and maintain the attitude that quality is important
- Do not use excuses
- Do not blame other departments for errors
- Demand that expectations be met

  (NOTE: Never lower your standards by accepting employees who show up when they want to, nor products that are inferior or do not work properly.)

QUICK CHECK

After discussing methods and guidelines for improving quality, complete the exercise below. Answers are given at the bottom of the page.

Select from the following list guidelines for improving quality. Write an "X" in the blank before each correct answer.

_____1. Blame other departments for errors

_____2. Initiate and maintain the attitude that quality is important

_____3. Decrease output

_____4. Focus on employees as the key

_____5. Do not expect too much

_____6. Emphasize details

_____7. Demand that expectations be met

_____8. Use excuses to defend chosen standards of quality

_____9. Do not accept the average

2, 4, 6, 7, 9

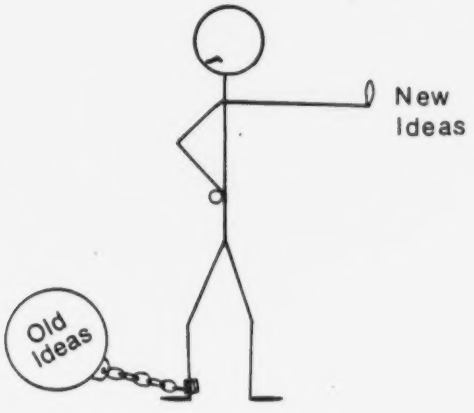
TWO TYPES OF MANAGERS AND THEIR ATTITUDES TOWARD CHANGE

Proactionary

- Searches for a better way
- Looks ahead
- Encourages employees to develop their ideas

Reactionary

- Fears changes
- Dislikes making decisions
- Operates only for the present
- Does not like having employees with more potential around



QUICK CHECK

What type of a dietary manager are you—proactionary or reactionary?

Complete the exercise below to distinguish between proactionary and reactionary managers and their attitudes toward change. Write a "P" in the blanks before attitudes of the proactionary manager, and an "R" in the blanks before attitudes of a reactionary manager. When you have completed this exercise and checked your answers against those at the bottom of the page, complete Workshop Assignment #2 on page 31.

_____1. Looks ahead

_____2. Operates only for the present

_____3. Searches for a better way

_____4. Fears changes

_____5. Encourages employees to develop their own ideas

_____6. Dislikes making decisions

_____7. Does not like having employees with more potential around

1. P, 2. R, 3. P, 4. R, 5. P, 6. R, 7. R

WORKSHOP ASSIGNMENT #2 — EVALUATE YOUR PERFORMANCE AS A MANAGER

NAME _____ DATE _____

Your performance as a manager has a tremendous impact on the behavior of your employees. You are a role model for employees. As you read through the following list of managers' shortcomings—outlined by Ed Schultz, who spoke on "Productivity Within a Hospital Department" at the Chicago Productivity Symposium, November 9, 1984—look honestly at your own behavior. As you improve your performance as a supervisor, you may see a change in employees' productivity and reaction to change.

After reading the shortcoming and example, circle "Yes" or "No" in regard to your present performance; then evaluate your performance in the space provided. Use the list of items that you mark "yes" as goals for your performance improvement.

1. Confining yourself to your own speciality

   "It's not my area of responsibility."

   Yes **No**

   _____

   _____

   _____

2. Not keeping up with technical advances in the field

   "I don't have time to attend a stupid all-day seminar. I've got more work now than I can get done."

   Yes **No**

   _____

   _____

   _____

3. Not looking for responsibility and not taking responsibility for your own actions

   "Nobody ever told me."

   "Nobody authorized me to go ahead with the changes."

   Yes **No**

   _____

   _____

   _____

WORKSHOP ASSIGNMENT #2

4. Not making good and timely decisions

   "I forgot to do it."

   "I think I should have ordered more milk, but it is too late now."

   Yes **No**

5. Not spending time in the department

   "I've got all these forms to fill out. I don't have time to look at every meal that leaves this kitchen."

   Yes **No**

6. Not giving good directions

   "Do what I'm thinking, not what I say."

   "That's not the way I want it. When I said a few, I didn't mean this many."

   Yes **No**

7. Too much detail; not delegating

   "Oh forget it, I'll do it myself."

   Yes **No**

WORKSHOP ASSIGNMENT #2

8. Not realistically assessing your own performance

   "I didn't think my following the rules was important. After all doesn't management have some privileges."

   Yes **No**

   _____

   _____

   _____

9. Accepting the minimum from your staff

   "There is no use in trying it. This bunch could never get it right."

   Yes **No**

   _____

   _____

   _____

10. Wanting to be liked

    "Ah....uh....ah Clara, could you try to be to work on time tomorrow." (This is the sixth time in two weeks Clara has showed up 30 minutes to 2 hours late.)

    Yes **No**

    _____

    _____

    _____

11. Not asking for assistance

    "I'll have to take that home and do it."

    "There aren't enough hours in the day to finish my work."

    Yes **No**

    _____

    _____

    _____

WORKSHOP ASSIGNMENT #2

12. Not making your employees responsible

"Oh, those cookies are awfully brown, but we'll use them. Anyway, I'm the one that'll hear it, if someone complains."

Yes **No**

13. Overemphasizing rules

"I don't care if you had a fire. You are expected to be here on time. *You could have called the fire department from here."*

Yes **No**

14. Not giving constructive criticism

"It's useless to tell her anything. She just can't do it."

Yes **No**

15. Not listening to employees

"Go ahead and tell me about the patient that got a nail in his spinach. I'm just going to finish up this budget while you're talking."

Yes **No**

WORKSHOP ASSIGNMENT #2

16. Not keeping your staff informed

"I'm not going to tell the employees about this until the day we are ready to knock out the wall. All they do is gossip and start rumors."

Yes **No**

17. Not training your replacement

"I spent years learning and developing this department into what it is today. Let her learn the hard way, like I did."

Yes **No**

18. Making sarcastic remarks

"I didn't expect you to do it right."

Yes **No**

19. Ignoring complaints that may seem insignifcant

"I don't have time to mess with that."

Yes **No**

WORKSHOP ASSIGNMENT #2

20. Showing favoritism toward certain employees

"I fired Betty because she didn't come or call for three days, but I know Susie's phone just wasn't working."

Yes **No**

21. Making promises you know you can't keep

"I can have the timecards finished by this afternoon."

(Next morning) "I didn't know you were in such a rush."

Yes **No**

22. Being upset with employees because of the pressure and stress of your job

"Oh, my gosh! Look what a mess you've made!"

Yes **No**

23. Taking credit for someone else's ideas or accomplishments

"Oh, the bakery brought you a birthday cake? Well, I instructed them to send all of our VIPs a cake on special occasions."

Yes **No**

WORKSHOP ASSIGNMENT #2

24. Not cooperating with other departments.

"Don't they know we're busy and have more important things to do than wait on them?"

Yes **No**

25. Being cold and unfeeling

"The schedule is made and I'm not changing it just for your daughter's wedding."

Yes **No**

26. Acting as though you are always right

"I know I ordered enough bananas. What did you do with all of them?"

Yes **No**

WAYS THE DIETARY MANAGER CAN BE PREPARED TO PROVIDE INPUT FOR FUTURE CHANGES

- Read journals and trade magazines to stay current on trends
- Discuss innovations with dietary managers from similar facilities
- Keep up with technology by attending seminars and trade shows
- Visit new facilities
- Dream a little
- Be assertive and get involved from the beginning

APPROPRIATE ACTIONS OF A DIETARY MANAGER DURING THE CHANGE PROCESS

- Ask questions
- Offer input
- Understand the reasons for change
- Commit yourself to the change in both words and actions
- Be positive
- Communicate with employees

QUICK CHECK

Have you as a dietary manager been prepared to provide input for future changes, and have you then taken the appropriate actions during the change process? Complete the exercises below to analyze your readiness for change.

Exercise #1

Think of a change that was recently implemented in your facility, and then check the box before each way in which you prepared yourself to provide input for this change.

- ☐ Read journals and trade magazines to stay current on trends
- ☐ Discussed innovations with dietary managers from similar facilities
- ☐ Kept up with technology by attending seminars and trade shows
- ☐ Visited new facilities
- ☐ Dreamed a little
- ☐ Was assertive and got involved from the beginning

Exercise #2

Keeping the same change in mind as you used to complete Exercise #1, check the boxes below that indicate the appropriate actions you took during the change process.

- ☐ Asked questions
- ☐ Offered input
- ☐ Understood the reasons for the change
- ☐ Committed yourself to the change in both words and actions
- ☐ Was positive
- ☐ Communicated with employees

SEQUENCE OF STEPS FOR INITIATING CHANGE

1. Evaluate circumstances
2. Define the problem or situation to be changed
3. Solicit employee input

   (NOTE: Keep an open mind and consider all of the alternatives.)
4. Decide on a possible solution
5. Do a feasibility study on the solution
6. Prepare a budget of approximate costs
7. Write a statement of purpose, which includes the procedures chosen and your reasons for choosing these procedures
8. Involve and inform ALL employees
9. Plan a schedule of tasks to accomplish the change
10. Research the effect of the change on other departments
11. Do a detailed cost analysis
12. Test the change on a small scale
13. Evaluate the test results
14. Repeat the process if necessary
15. Determine the right time to implement the change

    (NOTE: Consider the patient census, holidays, employee training, and so on.)

QUICK CHECK

Definite steps are involved in properly initiating change. Have you followed these steps in the past? Test yourself on how well you remember the correct sequence of the steps by completing the exercise below. Answers are at the bottom of the page, but try not to look at them until you have completed the exercise.

Arrange in order the following steps for initiating a change. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

_____a. Do a detailed cost analysis

_____b. Prepare a budget of approximate costs

_____c. Evaluate circumstances

_____d. Research the effect of the change on other departments

_____e. Involve and inform ALL employees

_____f. Plan a schedule of tasks to accomplish the change

_____g. Determine the right time to implement the change

_____h. Evaluate the test results

_____i. Decide on a possible solution

_____j. Do a feasibility study on the solution

_____k. Solicit employee input

_____l. Define the problem or situation to be changed

_____m. Test the change on a small scale

_____n. Write a statement of purpose, which includes the procedures chosen and your reasons for choosing these procedures

_____o. Repeat the process if necessary

a. 11, b. 6, c. 1, d. 10, e. 8, f. 9, g. 15, h. 13, i. 4, j. 5, k. 3, l. 2, m. 12, n. 7, o. 14

METHODS OF MAKING AN UNPOPULAR DECISION ACCEPTABLE

- **Start early informing employees of the changes**

- **Make employees know that they have an important part in planning the change.** Employees are the *most important* element in making a successful change. Letting them know this and actively seeking their participation will make them feel as though the change was partly their idea.

- **Give employees all the facts,** and answer all questions willingly and truthfully. Rumors can upset employees and defeat a change.

- **Emphasize the benefits of the change,** especially those that are advantageous to the employee. Do not declare that the old way was bad.

- **Avoid criticism of employees during early implementation of the change;** your most important role during the break-in period is to be a cheerleader.

- **Check occasionally to see that the change is still in use:** it is easy for employees to slip back into an old, familiar pattern, especially when your attention has been redirected.

QUICK CHECK

Diplomacy is always essential when making an unpopular decision acceptable. List the six methods of making an unpopular decision acceptable, and then write an "X" in the box before each method that you have used in the past.

☐ 1. _____

☐ 2. _____

☐ 3. _____

☐ 4. _____

☐ 5. _____

☐ 6. _____

EMPLOYEE REACTION TO CHANGE

Three Types of Employee Reaction to Change

- Eagerness
- Unawareness
- Resistance

Forms of Employee Resistance

- Resignations
- Transfers
- Strikes
- Decreased productivity
- Uncooperative attitude
- Hostility

  (NOTE: Employees can create a hostile climate while apparently being cooperative. Hostility may develop from the spread of gossip or locker room grumbling.)

Reasons Employees May Resist Change

- Fear of change among employee relationships
- Fear of own performance capabilities
- Stress from breaking old habits

  (NOTE: You as a dietary manager can avoid adding to employee stress by carefully planning the change, communicating a positive attitude, and being a good listener.)

- Worry over unknown factors

  (NOTE: As a manager, you should emphasize that increased productivity does not mean that fewer employees will be needed.)

QUICK CHECK

Successful change is dependent on well-informed and satisfied employees. How well do you know your employees? Test yourself by completing the exercises below.

Exercise #1

List three types of employee reaction to change.

1. _____
2. _____
3. _____

Exercise #2

Name four forms of employee resistance to change.

1. _____
2. _____
3. _____
4. _____

Exercise #3

Select from the following list reasons employees may resist change. Write an "X" in the blank before each correct answer.

_____1. Worry over unknown factors

_____2. Fear of own performance capabilities

_____3. Fear of change among employee relationships

_____4. Concern over expense for the facility

_____5. Concern over salary cuts for the manager

_____6. Stress from breaking old habits

Exercise #1 — Eagerness, Unawareness, Resistance

Exercise #2 — Resignations, Transfers, Strikes, Decreased Productivity, Uncooperative Attitude, Hostility

Exercise #3 — 1, 2, 3, 6

MOTIVATORS THAT AFFECT EMPLOYEE PRODUCTIVITY

Collectively, the following motivators are referred to as the "quality of work life."

- Job security
- Pleasant working conditions

  (NOTE: Pleasant working conditions include safety considerations, appearance of the facility, noise level, traffic flow, and employee/management relationships.)

- Assistance for personal problems
- Recognition
- Interesting job
- Responsibility
- Fair pay
- Wage incentives (fringe benefits, bonuses, etc.)
- Appreciation
- Promotions

QUICK CHECK

What motivates you to be productive? Rank the motivators below in order of their importance to you, with "1" being the most important motivator.

After you have ranked the motivators, compare your ranking with that of the workshop participant on your left. Discuss the similarities and differences in your ranking systems and the reasons for your choices.

_____1. Job security

_____2. Pleasant working conditions

_____3. Assistance for personal problems

_____4. Recognition

_____5. Interesting job

_____6. Responsibility

_____7. Fair pay

_____8. Wage incentives (fringe benefits, bonuses, etc.)

_____9. Appreciation

_____10. Promotions

_____11. Other (list)

_____

_____

_____

METHODS OF SOLICITING EMPLOYEE INPUT

Method	Composition and Responsibilities	Characteristics
Task force	Is composed of labor and management Is responsible for a defined problem	Includes 4 to 10 people (NOTE: Size depends on the scope of the problem and the time frame.) Is directed by a leader from management Develops a solution for a defined problem Primarily uses assignment and report process
Quality circle	Is composed of labor and management Is responsible for finite tasks	Includes 8 to 10 people Is led by facilitator from supervisory ranks Identifies on-the-job problems and solutions Uses assignment and report process, surveys, and brainstorming Requires management to respond to proposals in a set amount of time
Attitude survey	Is developed by management Is responsible for soliciting employee opinions (NOTE: The success of this method depends on management establishing a nonthreatening atmosphere.)	Involves all employees Is directed by management Identifies on-the-job problems, work environment problems, and employees' perceptions of management Uses written or verbal surveys
Sensing group	Is composed of labor and management Is responsible for exploring human interaction and relationships	Involves 8 to 10 people Is unstructured Analyzes how people perceive each other Is designed to change individuals Uses brainstorming and encounter processes

QUICK CHECK

How well do you remember the different methods of soliciting employee input? Test your memory by completing the exercise below. Answers are at the bottom of the page, but don't peek until you have completed the exercise.

Match the following methods of soliciting employee input to their correct characteristics. Write the correct letters in the blanks.

_____1. Involves all employees; is directed by management; identifies on-the-job problems, work environment problems, and employees' perceptions of management; uses written and verbal surveys

_____2. Includes 4 to 10 people; is directed by a leader from management; develops a solution for a defined problem; primarily uses assignment and report processes

_____3. Involves 8 to 10 people; is unstructured; analyzes how people perceive each other; is designed to change individuals; uses brainstorming and encounter processes

_____4. Includes 8 to 10 people; is led by facilitator from supervisory ranks; identifies on-the-job problems and solutions; uses assignment and report process, surveys, and brainstorming; requires management to respond to proposals in a set amount of time

a. Task force

b. Quality circle

c. Attitude survey

d. Sensing group

1. c, 2. a, 3. d, 4. b

ROUTINE PROBLEMS THAT AFFECT PRODUCTIVITY AND QUALITY

Early quitting

Late starting

Abuse of scheduled break times

Errors

Job indifference

SEQUENCE OF STEPS FOR CHANGING EMPLOYEE BEHAVIOR

1. **Do not ignore undesirable behavior**

   EXAMPLE: Each time an employee is absent, talk to the employee about solutions for the problem, and consequences if such absenteeism is not corrected.

2. **Identify the problem behavior**

   (NOTE: Attack the problem, not the person. Do not play psychologist: remember, behavior can be changed but attitudes may not. As dietary manager, you are always on stage, so your behavior is also very important.)

3. **Make employees aware of their responsibility for their own behavior** and the resulting consequences

4. **State clearly and specifically the changes expected**

5. **Follow-up on the problem**

   (NOTE: The employee may not have reached the goal, but give credit for current improvement and then encourage the employee toward attaining the goal.)

   EXAMPLE: Dorinda, you have only missed two days and you have cut your absenteeism in half this month. That is a great improvement. Try to cut your absences in half again next month.

QUICK CHECK

Complete the exercise below to test your memory of the sequence of steps for changing employee behavior.

Arrange in order the steps for changing employee behavior. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. State clearly and specifically the changes expected

_____b. Make employees aware of their responsibility for their own behavior and the resulting consequences

_____c. Do not ignore problem behavior

_____d. Follow-up on the problem

_____e. Identify problem behavior

a. 4, b. 3, c. 1, d. 5, e. 2

METHODS OF MOTIVATING LONG-TERM EMPLOYEES

- Take a few minutes each day to talk with employees about their personal interests

  (NOTE: Show genuine interest; be careful not to show false enthusiasm.)

- Give credit *immediately* where it is due

- Encourage friendly team competition

- Let employees set productivity goals

  (NOTE: Employees usually set higher goals than you would set.)

- Encourage employee pride in skills

- Solicit employee ideas

- Give employees feedback on each idea or suggestion

- Use positive language

QUICK CHECK

Complete the following exercise to test your understanding of methods used to motivate long-term employees. When you have completed the exercise, check your answers against those on the reverse side of the page.

List below the eight methods of motivating long-term employees. Add any special methods of your own and discuss with the workshop participants sitting on either side of you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Special methods of your own

1. _____

2. _____

3. _____

GUIDELINES FOR IMPROVING GROUP COMPETITION

- Keep score; let employees know how they compare to others
- Keep the score up to date
- Do not use the score to pressure employees
- Emphasize quality, not just quantity
- Keep the goals realistic
- Avoid constantly raising goals
- Let the group set their own goals, they may set higher goals than you would
- Praise employees frequently
- Encourage pride in individual accomplishments

POSITIVE AND NEGATIVE WORDS THAT AFFECT COMMUNICATIONS

Words that have a positive tone

Efficient	Confidence	Admire
Good	Loyalty	Useful
Judgment	Reliable	Practical
Dependable	Capable	Achieve
Exceptional	Sincerity	Worthwhile
Initiative	Recommend	Please
Cooperate	Appreciate	Ability
Enthusiasm	Success	Vital
Helpful	Recognize	Perserverance
Conscientious	Ambition	Grateful
Notable	Thorough	Congratulate
Responsible	Progress	Friendly
Yes	Of course	Certainly

Words that have a negative tone

Blame	Failure	Unfair
Sorry	Prejudiced	Ruin
Fault	Complaint	Unfortunate
Regret	Disagree	Wrong
Worry	Unable	Mistake
Failed	Fear	Difficult
Never	Weak	Neglect
Damaged	Problem	Impossible
Do not	Will not	Can not
No	Irresponsible	Lazy

WORKSHOP ASSIGNMENT #3 — CONVERT NEGATIVE STATEMENTS TO POSITIVE STATEMENTS

NAME _____ DATE _____

As a dietary manager, a major part of your job is communications. You must make verbal and written communications to employees, your supervisor, co-workers, vendors, other departments, salespersons, and patients. Your job will be easier and these relationships enhanced if you always convey a courteous, positive tone.

Change the following negative statements to positive statements, without altering the meaning of the statement. Write the positive statement in the blanks following each negative statement.

1. Don't use negative words in your letters.

_____

_____

_____

2. Never call me at home unless the matter is urgent.

_____

_____

_____

3. Why don't you have your sales representatives call me tomorrow?

_____

_____

_____

4. I don't mind setting up a buffet.

_____

_____

_____

5. No one in administration, except Mr. Harris, returned the survey form.

_____

_____

_____

WORKSHOP ASSIGNMENT #3

6. Mrs. Carson isn't expected to return to this facility before June 10.

7. We received two complaints from the fifty discharged patients who wrote letters to us about our food service.

8. Your nursing area did not send us a requisition for tomorrow's nourishments.

9. We do not check in deliveries without an invoice.

10. Yaleville Produce never makes deliveries on Saturday and Sunday, but delivers the rest of the week.

ACTIVITIES USED TO RECOGNIZE EMPLOYEE ACHIEVEMENT

- "Employee of the Month" award
- Monetary rewards such as raises and bonuses as deserved
- Promotion from within
- Small tokens of appreciation such as a flower, pen, handwritten thank-you, etc.
- Verbal thank-you and recognition before the entire staff
- Luncheon, dinner, or party in recognition of special achievement or retirement

WORKSHOP ASSIGNMENT #4 — LIST METHODS OF RECOGNIZING EMPLOYEE ACHIEVEMENT

NAME _____ **DATE** _____

It is often easy to take for granted all the good work employees do. However, when employees are non-productive or make mistakes, we are quick to reprimand them. Recognizing achievements great and small requires a little extra effort by the manager, but it can make a difference when employees receive that "pat on the back."

Make a list of at least five methods you could use to recognize employee achievement. Write your answers in the blanks below. List other methods as the class discusses this assignment.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

WORKSHOP ASSIGNMENT #4

8. _____

_____

_____

9. _____

_____

_____

10. _____

_____

_____

11. _____

_____

_____

12. _____

_____

_____

ALTERNATIVE STYLES OF SCHEDULING AND STAFFING

Flextime

- Employees determine hours they will work
- Allows employees to balance personal commitments and work

  EXAMPLE: Employee clocks in at 6:00 A.M., then clocks out at 10:00 for a dental appointment and returns to work at 11:30; therefore, the employee works until 3:30 instead of 2:00.

- Employer sets limits for flextime

  EXAMPLE: Employees may work any 8 hours between 5:00 A.M. and 7:00 P.M.

- Labor intensive mealtimes may make this plan difficult for dietary departments

Flexyear

- Employees work 10 or 11 months out of a year
- Employees lose no benefits
- Pay is spread out over a year
- Employer benefits if patient census is consistently low during a period

  EXAMPLE: Patient census always drops during November and December, so productivity drops off. Allow four or five employees to work on the flexyear plan.

39-hour work week

- Alternative to reducing staff
- Employees maintain benefits

10- or 12-hour work days

- Employees get more days off
- Fatigue could diminish productivity

Increase part-time/full-time employee ratio

- Employer pays fewer benefits
- Personnel scheduling and management are increased

QUICK CHECK

Discuss the advantages and disadvantages of the following alternative styles of scheduling and staffing. Write your answers in the blanks.

1. Flextime — _____

2. Flexyear — _____

3. 39-hour work week — _____

4. 10- or 12-hour work days — _____

5. Increase in part-time/full-time employee ratio — _____

ANSWERS TO WORKSHOP ASSIGNMENTS

Workshop Assignment #1

Part I — Case Study #1

Employees	Manhours Paid	Manhours Paid/ Not Worked (vac., hol., sick leave, etc.)	Manhours Worked (Subtract column #2 from column #1)
Mary	40	0	40
Charles	40	24	16
Carol	40	0	40
Fran	40	2	38
Lisa	37	0	37
Myself	42	0	42
TOTALS	239	26	213

ANSWERS TO WORKSHOP ASSIGNMENTS

Part II — Case Study #1

1. 239 – 26 = 213 x 60 = 12,780 ÷ 24 = 532.50 or 533 minutes
2. 239 – 26 = 213 ÷ 24 = 8.8 hours
3. 153 ÷ 31 = 4.9 trays per minute

Part III — Case Study #1

1. 239 x 60 = 14,340 ÷ 24 = 598 minutes
2. 239 ÷ 24 = 9.9 hours

Part I — Case Study #2

Employees	Manhours Paid	Manhours Paid/ Not Worked (vac., hol., sick leave, etc.)	Manhours Worked (Subtract column #2 from column #1)
S. Larson	40	0	40
B. Fain	40	8	32
D. Abbot	40	0	40
R. Sanders	40	8	32
N. Mason	40	0	40
S. Corkell	40	40	0
K. Norton	31	8	23
P. Callahan	40	0	40
TOTALS	311	64	247

ANSWERS TO WORKSHOP ASSIGNMENTS

Part II — Case Study #2

1. 311 – 64 = 247 x 60 = 14,820 ÷ 90 = 165 minutes
2. 311 – 64 = 247 ÷ 90 = 2.7 hours
3. 84 ÷ 55 = 1.5 trays per minute

Part III — Case Study #2

1. 311 x 60 = 18,660 ÷ 90 = 207.3 minutes
2. 311 ÷ 90 = 3.4 hours

Workshop Assignment #2 — Evaluated to the satisfaction of the instructor

Workshop Assignment #3 — Evaluated to the satisfaction of the instructor, but suggested responses are listed below.

1. Please use positive words in your letters.
2. Call me at home if the matter is urgent.
3. Please have your sales representative call me tomorrow.
4. Yes, I'll set up a buffet.
5. Mr. Harris, in administration, returned the survey form.
6. Mrs. Carson is expected to return to this facility after June 10.
7. Forty-eight of the 50 discharged patients that wrote letters to us about our food service were complimentary.
8. Please send us a requisition from your nursing area for tomorrow's nourishments.
9. We need an invoice to check in deliveries.
10. Yaleville Produce delivers every day, except Saturday and Sunday.

Workshop Assignment #4 — Evaluated to the satisfaction of the instructor

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